

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH TWO STAY TWO STRAY METHOD
AT SMP AS-SYAFI'I RAMBIPUJI JEMBER**

THESIS

State Institute of Islamic Studies Jember
in partial fulfillment of the requirements for
Bachelor Degree (S.Pd)
English Education Department Faculty
of Tarbiyah and Teacher Training



By:
Kholisatul Hasanah
SRN. T20176070

**STATE ISLAMIC UNIVERCITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
JUNE 2023**

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH TWO STAY TWO STRAY METHOD
AT SMP AS-SYAFI'I RAMBIPUJI JEMBER**

THESIS

State Institute of Islamic Studies Jember
in partial fulfillment of the requirements for
Bachelor Degree (S.Pd)
English Education Department Faculty
of Tarbiyah and Teacher Training

By

Kholisatul Hasanah
SRN. T20176070

Approval by Advisor

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

As'ari. M.Pd.I
NIP. 197609152005011004

APPROVAL OF EXAMINERS


This is to certify that the undergraduate thesis of Kholisatul Hasanah entitled "The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method a Case Study at 2nd Grade of SMP As-Syafi'i Rambipuji Jember" has been approved by the by examiners as the requirement for the bachelor degree in English Education Department.

Day : Tuesday
Date : 27 of June 2023

The Board of Examiners

Chairman

Secretary


Dr. Indah Wahvuni, M.Pd
NIP.197602102009122001


Zahratul Maujudatul M, M.Pd.
NIP. 199201222019032009

Members:

1. Dr. Inayatul Mukarromah, S.S., M.Pd

2. As'ari, M.Pd.I


UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Approved by
Dekan of Faculty of Education and Teacher Training



Prof. Dr. H. Mukni'ah, M.Pd.I
NIP. 19640511199932 001

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Meaning: "... Sesungguhnya Allah SWT tidak akan mengubah keadaan suatu kaum sebelum mereka mengubah keadaan mereka sendiri..." (QS Ar-Ra'd: 11)¹



¹ Kemenag RI dan Al Jalalain Indonesia, *Al-Quran dan Terjemahnya* (Bandung: Jabal, 2018), 250

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Musthofa and my mom Tomina who understand me the most and give everything for my life
2. My all Family who always support and guide me to study english
3. My supporting cycle, Indah Vajarwati, Friska Febriana, Rina Kusumawati, Durrotun Nafisah Ahmad, Ayu Wardani, thank you for always giving me spirit in living every phases of life, to train how to humanize the human.
4. My seniors and all the mentors who have taught me everything in the level of movement
5. The big family of the Indonesian Islamic Student Movement (Rayon FTIK, PMII Jember, KOPRI Jember), English Students Association, thank you for giving me a process space to be a better human.



ACKNOWLEDGEMENT

All praises be to Allah the almighty who has given me everything we need long our life. Peace and solutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled “The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method a Case Study at 2nd Grade of SMP As-Syafi’i Rambipuji Jember” to achieve the undergraduate degree of english education departmernt, Faculty of Education and Teacher Training, State Islamic Univercity of Kiai Haji Achmad Siddiq Jember.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore in this occasion, the author would like to thankful to:

1. Prof. Dr. H. Babun Suharto SE, MM, as the Rector of UIN Kiai Haji Achmad Siddiq Jember.
2. Prof. Dr. Hj. Mukni^{ah}, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of UIN Kiai Haji Achmad Siddiq Jember who has given permission to do this research.

3. Dr. Rif'an Humaidi, M.Pd.I as the Head Of Islamic Studies and Language Education Program who has motivated during English learning process
4. Asari, M.Pd.I., as the Head of English Education Department and also as my thesis Advisor, thank you for your patience, guidance, and suggestions.
5. All of the staff main library of UIN Kiai Haji Achmad Siddiq Jember, thank you that helped the writer in finding so many references.
6. Ust. Ruri Ahmad as the Chairman of Yayasan. As-Syafi'I Jember who has helped me a lot to finish this research
7. And all of people who participates on this process.

May Allah swt repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 27 June 2023

Kholisatul Hasanah
NIM . T20176070

ABSTRACT

Kholisatul Hasanah.2023. (*The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method a Case Study at 2nd Grade of SMP As-Syafi'i Rambipuji Jember*)

Keywords: *Speaking Skill, Two stay two stray method*

Success of learning a language can be seen from how the student can speak fluently. Speaking is one of language skills that have to be mastered by the students. When teaching speaking, teachers need to consider appropriate learning model to be applied in teaching speaking. One of methods which are appropriate to teach speaking is Two stay two stray method. The two stay two stray learning model is one of the cooperative learning models that provides an opportunity for groups to share results and information with other groups This learning model may help students to learn better because it focuses on the process of learning. SMP As-Syafi'i implemented a Two stay two stray method in improving the speaking skill of its students.

The formulation of the research problems are: 1) How is the goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember? 2) How is the material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember? 3) How is the step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember? 4)How is the evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember?

To gain the data, the researcher conducted field research at SMP As-Syafi'i Rambipuji Jember, by applying qualitative research in the type of case study. In data collection techniques the researcher used observation, interview and document review. The data analysis used in this research was interactive analysis according to Miles, Huberman, and Saldana, that are data condensation, datadisplay, Drawing and Veryfying Conclusions. While, for the validity of data, the researcher used source triangulation and technical triangulation.

The research result are: 1) the goal of teaching speaking skill through two stay two stray method are: Students are being able to have enthusiasm and seriousness in English learning, identify the communicative purpose by using two stay two stray method, answer the questions related to the text. 2) The material of teaching speaking skill through two stay two stray method was about describing and identifying people and thing include the language features and the text structure. 3) The step of teaching speaking skill through two stay two stray method are:the teacher implements two stay two stray method which is relevant and appropriate with the theories. She uses four steps, 1) observing, 2) asking, 2) exploring, and 3) associating. 4) The evaluation of teaching speaking skill through two stay two stray method was in the form of teacher duty to present in front the class. In all of the speaking, the teacher gives her comments. It makes students pay attention to their result, and know their mistakes as motivational correction for them.

TABLE OF CONTENTS

COVER	i
ADVISOR APROVAL	ii
EXAMINER APPROVAL	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	viii
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
A. Research background	1
B. Research Problem	5
C. Research Objective	5
D. Research Significant	6
E. Research Scope	6
F. Systematic Discussion	8
CHAPTER II LITERATURE RIVIEW 10	
A. Previous Research	10
B. Theoretical Framework	16
CHAPTER III RESEARCH METHOD	35
A. Research Design	35
B. Population and Sample	36

C. Research Instrument	36
D. Data Collection Method	37
E. Data Analysis	41
CHAPTER IV RESEARCH FINDING AND DISCUSSION	45
A. The Description of Data	45
B. Data Analysis	48
C. Hypothesis Testing	59
CHAPTER V CLOSING	69
A. Conclusion	52
B. Suggestions	69
REFERENCES	70
APPENDIX	



LIST OF TABLE

Tabel 2.1 Similarities and Differences of Previous Research	15
Tabel 4.1 Matriks of Research Finding	58



CHAPTER I

INTRODUCTION

A. Background of The Research

Indonesia students in a school have to learn English as one of the target languages because English is the first foreign language that taught at school. They need to learn both language skills such as listening, reading, writing, speaking and also language elements such as pronunciation, vocabulary, and structure. Language is tool of communication used by the human being community in their interaction. As people know, English is international language. So, to communicate with each other in the world people should know English.

The process of learning a foreign language e.g English there are four kinds of skills namely listening, reading, speaking, and writing. These skills are required to master in communication both in spoken and written discourses. As for the learners, speaking skill is the most preferred skill among the other. As Richards in Kaharuddin state that, a large percentage of the world's language learners study English in order to develop proficiency in speaking.²

Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through true oral communication. Lisrohli said that

² A. Kaharuddin Bahar, *Transactional Speaking* (Samata-Gowa: Gunadarma Ilmu, 2014),

speaking is a skill which becomes important in daily life; it is the line for people to create social relationship as human being, so it needs to be developed and practiced independently in the grammar curriculum.³

Based on the Qur'an Allah has said in \verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

٢٢ تِلْكَ آيَاتُ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِ وَاٰخْتِلَافِ اَلْسِنٰتِكُمْ وَاَلْوٰجِهِكُمْ ؕ اِنَّ فِيْ ذٰلِكَ لَآيٰتٍ مَّوَدَّ

”And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of ‘sound’ knowledge.”⁴

In the context of Surah above, Allah shows that among the signs of His power by creating the heavens, the earth and even the several of languages and Allah also created humans with different skin colors.

In fact, speaking is one of the most difficult skill and need habit to master it. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating with.⁵ Law No. 24 of 2009 Article 25 of the State Language. This article incorrectly stated that the Indonesian only serves as the official language of the state, introduction of education. Act real manifestation

³ Lisrohli Iramawati, “Improving Student’s Speaking Ability Trough Communicative Language Games”, Magistra, 87 Th. XXVI (Maret, 2014), 26

⁴ Al-Qur’an dan Terjemahannya (Bandung, PT Sygma Examedia arkelama,2009),406.

⁵ Lucy Pollard, Guide to Teaching English, (USA: Longman Group, 2008), 33.

of our government's concern about language education in Indonesia in particular. Where language is an everyday communication tool to get attention of the entire community languages. With the existence of these laws to strengthen the Indonesian legal position in penggunaanya. Indonesian education is one extension of the role of the law as the cultivation and development of Indonesian in particular. From the statement, it can be concluded that the ability to speak must be practiced on an ongoing basis because in this skill there are many elements in its application, therefore many exercises are needed to master it.

Based on observation in interview, at 2nd grade of SMP As-Syafi'i Rambipuji Jember there are many students are still poor at speaking. Such as, students still don't know how to express their ideas and feelings, they are difficult to communicate each other by using English, and in class five of twenty-seven students can speak English, and they are confident to express their ideas and feeling, there are also some of them know how to speak but not confident. Only five of them always speak up in the class, the other students still shy to speak up. The difficulty that is often faced by the students is in the ability of pronunciation. There are some difficulties in teaching speaking at 2nd grade of SMP As-Syafi'i, like many students still shy to show their ability in speaking, its come from their own background. Some of them are from villages who do not have more time to have a intensive study after school because of the family condition. Firstly, the teacher have build students confidence to

speak up in front of public.⁶

According to the problems above, the researcher interests to solve the problems by applying a Method in cooperative learning model namely Two Stay Two Stray (TSTS) Method, TSTS is a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to excel, this model trains students to socialize well and can convey information according to group understanding. The two stay two stray learning model is one of the cooperative learning models that provides an opportunity for groups to share results and information with other groups. This is done because many teaching and learning activities are colored by individual activities. With the aim of directing students to be active, both in discussing, asking questions, looking for answers, explaining and also listening to the material explained by friends. In this learning, students are faced with listening to what is said by their friends when they are visiting, which indirectly students will be brought to listen to what members of the group who are the hosts say. In this process, there will be listening activities for other students.

The correlation with speaking is that students who have received information and provided information to other groups who have visited must present their results in front of the class, this will train students' confidence in speaking. This Method can help students to explain things because they work in team that we call cooperative learning. They will discuss with their team,

⁶ Mrs. Aisyah, Interview, 03st of May 2022.

and then they will visit the other group to explain their group mate arguments. So not only five students speak up but almost all students will speak up.

Therefore, researchers are interested in doing research on this method. Researchers take this case as a study entitled “**The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method** a Case Study at 2nd Grade of SMP As-Syafi’i Rambipuji Jember”.

B. Research Focus’

Based on the background presented, the focus of research are as follows:

1. How is the goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?
2. How is the material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?
3. How is the step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?
4. How is the evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?

C. Research Objective

1. To describe the goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?
2. To describe the material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?
3. To describe the step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember?

4. To describe the evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember?

D. Research Significance

1. For the English teachers, to improve students' skill in speaking by applying two stay two stray Method is very significant. Two stay two stray Method needs the participation of all students to speak up, because this Method each student has to make interaction with the other group mate. Therefore, this situation can help the teacher to measure and find out the weakness with the students easily.
2. For the students, this research can be motivated the students to speak in English seriously, so they will be confident to express their ideas and feeling.
3. The researcher, give an alternative source and references to other researchers in their attempts to study two stay two stray Method and especially to improve speaking skill.
4. For the readers, it can enlarge the knowledge of the reader about two stay two stray Method and especially improve speaking skill.

E. Definition of Key Term

1. Two Stay Two Stray Method

Two Stay Two Stray method is method wich begins with group division. After the group is formed, the teacher gives assignments in the form of problems that they must discuss the answers to. After the intra-group discussion was over, two people from each group leave the group

to visit another group. Member Groups that cannot serve as ambassadors (guests) have obligations receive guests from a group. Their job is to present the results their group work to the guest. Two people who served as guests are required to visit all groups. If they have finished After completing their duties, they return to their respective groups. After returning to the original group, both students on duty visited as well as those in charge of receiving guests match and discuss the work they have done. Based on the description above, it can be concluded that the two stay method two stray is one type of cooperative learning that provides opportunity for groups to share results and information with another group. This is done because many teaching and learning activities colored with individual activities. Students work alone and not allowed to see the work of other students. Though in reality life outside of school, human life and work depend on each other same other.

2. Speaking skill

Speaking skill is the ability to verbally communicate not only about mastering the concept of language properly and correctly, but must be able to communicate verbally with the aim of conveying ideas, intentions and desires to others properly and correctly. Speaking ability also is an ability, capability, or skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good grammatical, pronunciation, intonation, accent, and other component of speaking

English in which the partner can understand what the speaker mean.

3. Teaching speaking skill through two stay two stray method

Teaching speaking skill through two stay two stray mean that the teacher apply two stay two stray method to teach speaking skill conducted the step of two stay two stray.

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of keyterm.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, Method of data collection, Method of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

Furthermore, this thesis ends with a bibliography, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

1. Previous Research

This research is not the first study in analyzing students' experiences of using two stay two stray method. The researcher found some previous research that related to this study from thesis and journals such as:

1. A thesis by Hasnawati, "Using Two Stay Two Stray Method In Increasing Students' Speaking Ability Of The Second Year Students Of SMP Negeri 1 Mallusetasi"

Hasnawati stated in her research to find out whether the use of point by two stay two stray method is effective in speaking mastery to the students of SMP Negeri 1 Mallusetasi, and the interest of students toward two stay two stray method. The researcher used an experimental design one class was given pre-test, treatment and post-test design. The population was the second year students of SMP Negeri 1 Mallusetasi. The sample of the research was class IIA of SMP Negeri 1 Mallusetasi, there were 24 students. The Method of sampling was purposive sampling, and the data was analyzed into percentage, mean score analyzes and the value of the t- test. The result of the research shows that teaching through two stay two stray method is effective in improving students' speaking mastery at SMP Negeri 1

Mallusetasi. The use of two stay two stray method is effective in improving students' speaking mastery. The result of the research that teaching through two stay two stray could motivate students in speaking.⁷

2. A thesis by Nurfatoni “The Influence of Using Two Stay Two Stay Method in Learning Reading Comprehension (A Quasi Experimental Research at Second Grade Students of SMA Dharma Karya UT Pondok Cabe Ilir, Pamulang , Tangerang Selatan, Banten)”

NurFatoni has conducted in her research thatto examine the effectiveness of using Two Stay Two Stray (TSTS) Method on the students' reading comprehension achievement of second grade. Contained 25 students. Pre-test and Post-test are giving to both classes. Pre-test was given to see students' basic capability in reading before the treatment was conducted. Post-test wiil, easure the effectiveness of the teatment towards students' reading achievement in a certain period. Experiment class was taught by using Two Stay Two Stray Method and the control class was taught by using Conventional Method that currently is used by teacher (Grammar Translation Method). The data was collected from 20 test items wich are tested

⁷ Hasnawati, “Using Two Stay Two Stray Method In Increasing Students' Speaking Ability Of The Second Year Students Of SMP Negeri 1 Mallusetasi” (Unpublished thesis; English Program Tarbiyah Department State Islamic College (Stain) Parepare, 2013),

to the students before and after treatment. Two Stay Two Stay (TSTS) Method has effectiveness in learning to read of recount text.⁸

3. A thesis by Risa Rusdiana "Implementation of the Two Stay Two Stay (TS-TS) Learning Method to Increase Motivation and Learning Outcomes in Economics Subject Class XI Al Quran Hadist MTs Al Qodiri IV Academic Year 2022/2023"

This research is a Classroom Action Research which aims to increase the Motivation and Learning Outcomes of Economics Subject Class XI Al Quran Hadith MTs Al Qodiri IV Academic Year 2022/2023 through the application of the Two Stay Two Stay (TS-TS) learning method. This research was conducted in two cycles. Each cycle consists of four stages, namely: planning, implementing, observing, and reflecting. The basic competency that students learn in this study is Recognizing the Types of Products on the Stock Exchange. The subjects of this study were students of class XI Al Quran Hadith 2 of MTs Al Qodiri IV for the 2022/2023 Academic Year, a total of 32 students. The instruments used in this study included tests of cognitive learning outcomes for low-level and high-level thinking skills, learning motivation observation sheets, vignettes, and affective learning outcomes observation sheets.

Based on the results of the research, it was concluded that the

⁸ Nurfatoni "The Influence of Using Two Stay Two Stay Technique in Learning Reading Comprehension (A Quasi Experimental Research at Second Grade Students of SMA Dharma Karya UT Pondok Cabe Ilir, Pamulang , Tangerang Selatan, Banten)", (Published Scrips; English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah: Jakarta, 2014)

application of the Two Stay Two Stray (TS-TS) learning method can increase motivation and economic learning outcomes in the Basic Competency of Recognizing Types of Products on the Stock Exchange for class XI Al Quran Hadith MTs Al Qodiri IV Academic Year 2022/2023. The results showed that there was an increase in students' motivation to study economics scores from cycle I of 78.7% to 87.7% in cycle II. The results of learning the cognitive aspects of low-level thinking skills of students in cycle I with an average of 74.25 with a percentage of completeness of 75% increased to 79.29 with a percentage of completeness of 80.60% in cycle II. The percentage of students' higher order thinking skills mastery increased from cycle I of 67.9% to 80.6% in cycle II. The completeness of students' affective learning outcomes increased from cycle I of 78.57% to 87.09% in cycle II. teaching speaking encompasses several procedures: 1) understanding the narrative text carefully, 2) understanding grammar and difficult words, 3) employing diction based on its context, 4) discussing the text in groups, 5) using own sentences to deliver story, 6) avoiding mistakes by having picture series, 7) understanding the message or social value of the text, and 8) giving reward to enhance motivation.⁹

4. Journal written by Nur Ida Fitriyah, Eling Purwantoyo and Chasnah “the effectiveness of two stay-two stray cooperative on

⁹ Risa Rusdiana "Implementation of the Two Stay Two Stray (TS-TS) Learning Method to Increase Motivation and Learning Outcomes in Economics Subject Class XI Al Quran Hadist MTs Al Qodiri IV Academic Year 2022/2023"

student activities and learning outcomes”

This research aimed to identify the effectiveness of using “two stay two stray” cooperative learning models towards students’ activities and learning achievements in classification of living things subject matter. The study was held at MTs state of Sulang, 7th grade semester in 2011/2012. The design of research was pre-experiment with One Shot Case Study. Samples were the class VII2, VII3 and VII4 who were collected by purposive sampling Method. The variable were “two stay two stray” cooperative learning models, students’ activities and learning achievements in classification of living things matter. Obtained data were analyzed by descriptive quantitative methods. The results showed that the percentage of students who were active and very active in the class from all three class up to 86.67 %. Completeness of students’ learning achievement was 93,33 %. The conclusion from this research was that the learning of Living Things Classification using “two stay two stray” cooperative learning model was effective to improve the activity and students’ learning achievements at MTs state of Sulang.¹⁰

¹⁰ Nur Ida Fitriyah, Eling Purwantoyo and Chasnah “the effectiveness of two stay-two stray cooperative on student activities and learning outcomes”, <https://journal.unnes.ac.id/sju/index.php/ujbe/article/view/1147/1113> (Accessed on July 2nd 2022)

Tabel 2.1
Similarities and Differences of Previous Research

No	Name/Tittle of Research	Similarities	Differences
1	2	3	4
1.	Hasnawati, "Using Two Stay Two Stray Method In Increasing Students' Speaking Ability Of The Second Year Students Of SMP Negeri 1 Mallusetasi"	Both of research have the same method about how students" developed in english learning by using Two Stay Two Stray Method in learning and teaching process. Both of the researchers use a qualitative approach.	The researcher used an experimental design one class was given pre-test, treatment and post-test design.
2	Nurfatoni "The Influence of Using Two Stay Two Stay Method in Learning Reading Comprehension (A Quasi Experimental Research at Second Grade Students of SMA Dharma Karya UT Pondok Cabe Ilir, Pamulang , Tangerang Selatan, Banten)"	Both of research have the same method about how students" developed in english learning by using Two Stay Two Stray Method method in learning and teaching process.	The steps are observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification and generalization. Focus on learning Reading comprehension
3	Risa Rusdiana "Implementation of the Two Stay Two Stray (TS-TS) Learning Method to Increase Motivation and Learning Outcomes in Economics Subject Class XI Al Quran Hadist MTs Al Qodiri IV Academic Year 2022/2023"	Both of research Improve the ability of student learning outcomes and play a more active role in the teaching and learning process	The research focus is more on the Application of the Two Stay Two Stray (TS-TS) Learning Method to Increase Motivation and Learning Outcomes

4	Nur Ida Fitriyah, Eling Purwantoyo and Chasnah “the effectiveness of two stay-two stray cooperative on student activities and learning outcomes”	Both of research Improve improve the activity and students’ learning achievements.	The design of thi research was pre-experiment with One Shoot Case Study.
---	--	--	--

Based on the explanation above, it could be seen that most of the researchers have their ways to analyze the students’ understanding. The researcher concluded that the similarities between the previous research and this research were about the students’ understanding in using two stray two stay method in teaching and learning process. While the difference between previous research and this research was on the method in which one of the previous research was conducted quantitative approach while this research uses a qualitative.

This research focus on examine more deeply about the students’ understanding in using two stray two stay method research narrowed in speaking skill. It is because some previous researchers rarely examine the students’ understanding

B. Theoretical Description

a. Teaching English Speaking Skill

1. Definition of Teaching

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of

the study of something, providing with knowledge causing to know or understand.¹¹

Teaching is accompanying and facilitating learning something. It means teaching conditions is an activity that can help students gain knowledge from environmental system. The environmental system consists of instructional objectives, materials delivered, policies, facilities, teachers and students.

2. Aspect of Teaching

In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved¹².

1) Goal of teaching

The goal of teaching speaking is as a communicative efficiency.

Learners should be able to make themselves understood by using their current proficiency to the fullest. To sum up, the purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking¹³.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), 7

¹² Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

¹³ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI

- a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2) Material of Teaching

The material that should be given to the students in teaching speaking through English club program must reference to the context of the teaching in nowadays. To arrange the material, it is needed to have an idea about the quality of students to arrange the suitable material of students.

The following aspects to arrange the material of speaking to develop the learner's communicative competence.¹⁴

- a) Some idea of the setting in which they would use the language; for example, in an office, on an airplane, in education or in a store.
- b) The communicative events in which the learners would

Press, 2007), 102

¹⁴ Jack C. Richard, *Communicative Language Teaching Today*, (New York : University Press, 2006), 09

participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

- c) The skills involved of discourse; for example, storytelling, giving an effective business presentation
- d) The grammatical content that would be needed
- e) The lexical content, or vocabulary, that would be needed
- f) The variety or varieties of the target language that would be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners would need to reach

3) Method of teaching

Education world is known various methods of learning, without a learning method, learning will not be effective. Therefore, in order that the learning process goes well, we need effective teaching methods. Every teacher must have own method in teaching material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. Teaching method has several kinds, namely:

- a) Various method lectures
- b) Question and answer method
- c) Discussion method

- d) Administration task method (recitation)
- e) Demonstration method
- f) Drill method (Training)
- g) Describing picture method
- h) Group work method
- i) Problem solving method (Problem solving)
- j) Travel work method, and many others methods¹⁵

Teaching method is the ways of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students. Unless the students whose middle – low ability will be left behind in the understanding of the material that is presented. And it caused the students mentioned are not interested and lazy to learn because they have felt unable to do. Teaching method helps to determine the success or failure of learning and teaching activity and it is a unity in teaching system. The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal.

According to M. Salahuddin in Kiat-Kiat Praktis Belajar Speaking There are many models of teaching and learning speaking as

¹⁵ Munawwaroh. The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School; *International Journal Of Environmental & Science Education*, no. 4. (Januari 2017) ,667.

follows:¹⁶

a) Main class and study club

It is better for meeting with the teacher in the classtwic a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students" advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

b) Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

c) Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking"s program only talking about easy topic. Because this discussion just to train the members to speak English. So that, The purpose of discussion method to train the students to speak English

¹⁶ M. Sholehuddin, *kiat-kiat praktis belajar speaking*, (Jogjakarta: Diva Press, 2009), .66

more clearly.

d) Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

4) Evaluation of Teaching

Evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator. Evaluation basically not only assessing learning outcomes, but also the processes that are passed educators and students in the whole learning process.¹⁷ In teaching evaluation, there are 5 vive of evaluation¹⁸

a) Pre-test and Post-test

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

b) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to

¹⁷ Asrul, *Evaluasi Pembelajaran* (Bandung: Aulia Grafika Press,2014). 2

¹⁸ lisRatna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia,2014).46-47

identify the students' weaknesses and what factors that cause it.

c) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

d) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

e) Formative Evaluation

This type of evaluation can be viewed as a “test- and non-test” that is performed on each the end of the presentation of the lesson unit or module.

The Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student’s learning.

Forms of formative assessment on This research uses test Methods and non-test observation Methods as follows: information on the assessment process and student learning outcomes.

(1) Test Method

(a) Description Test

Description test is a form of test that contains several questions each containing problems and demand student answers through word descriptions in reflecting students' thinking abilities.¹⁹ In short, This test contains questions in the form of problems which then students are able to think to answer over that problem.

(b) Objective Test

Objective test is a test with short and one of the form of test consisting of items that can be answered by the tester by choosing one or more. There are types of objective tests, including complete test, choice test double, match, and choose between true/false²⁰. In short, Objective test is a form of test that demands to choose one or more answers among several possibilities correct.

(c) Oral Test

Oral test is a test used to measure the ability of students in the communication carried out can be individually or in groups.²¹ written, oral test is a test that requires students to answer questions through face-to-face

¹⁹ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

²⁰ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45

²¹ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015)

communication process to measure learning outcomes students who are proven orally.

(d) Performance Test

Performance tests are tests carried out by means of observing and assessing student activities or performance into something.²² More specifically, students of the lesson practice directly on the problem action questions.

(2) Non-Test Method

(a) Observation

Observation is a way to collect materials information that is carried out through the process of observation and systematic recording of phenomena.²³ Clearly, Observation is a method used by researchers to obtain information through systematic observation.

(b) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set.

There are two the types of interviews are structured and unstructured interviews structured.²⁴ Clearly, the interview is a non-test instrument in obtaining information through question and answer and conversation directly or

²² Sahlan, *Evaluasi Pembelajaran*,95

²³ Rina Febrian , *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019 ,47

²⁴ Febrian. 50

indirectly and systematically or free.

(c) Attitude Scale

The attitude scale is a non-test instrument that using a closed-ended questionnaire, in which the question or the statement contains the properties of the value being learning objectives.²⁵

Therefore, the evaluation of teaching speaking process in this study using a test Method in the form of an oral test and a non-test Method in the form of observation, which includes observing students' speaking, speech, poetry, singing, storytelling and so on.

b. Speaking

1. The Definition Of Speaking Ability

Many definition of speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means that say thing; talk, be able to use a language, make speech, express ideas, feelings and etc.²⁶ It means that speaking is productive language skill to express and to get the ideas or message to transfer the message from the speaker to the listener with the language itself.

2. Basic Types of Speaking Ability

Brown states the kinds of oral production that students are

²⁵ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

²⁶ Victoria Bull, "*Oxford learner's Pocket Dictionary Forth Edition*", (New York: Oxford University Press, 2008), 426

expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking ability. They are;²⁷

- a) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- b) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships
- c) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and other.
- d) Interactive can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
- e) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks.

3. Element of Speaking

²⁷ H Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Fransisco: Longman, 2004) 141-142

According to Brown that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation. So, the students who want to master in speaking skill the five aspects must be mastered as well²⁸. They are:

- a. Vocabulary: Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which make up a language.
- b. Grammar: Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself.
- c. Fluency: It shows that people are able to communicate well because it consists of the ease and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently.
- d. Comprehension: Comprehension means that the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech.

²⁸ Lalu Bohori, Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, no. 1 (Mei 2019). 70

well as to initiate it.

- e. Pronunciation: Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.

4. The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information.

According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are²⁹.

a. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

²⁹ Yenny Rahmawati, Ertin, "developing assessment for speaking", *journal of IJEE*, 2 (2014), 202.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words

e. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

f. Task

Task deals with finishing the command given during the speaking test.

c. Two Stay two Stray

Kagan in states that, cooperative interdependent educational experiences in our classrooms is necessary if we hope to make possible the democratic ideal of informend and equal participation. It's necessary if we hope to maintain traditional values, including respect, kindness and the ability to enter and maintain positive social relations. Kang emphasizes that cooperative is need to be done in the classroom because it will make students have some roles and can help each other.³⁰

According to Suyatno two stay two stray is the way of students share

³⁰ Nur Fatoni, "The Influence of Using Two Stay Two Stray in Learning Reading Comprehension of Recount Text" (Published Scrips; English Education Fakulty of Tarbiyah and Teachers Training Syarif Hidayatullah: Jakarta, 2014), p. 17.

knowledge or experience to other group. Syntax work in group, two stray to the other group and two of them stay in their group to welcome the other group. Team work, stray to the other group, back to their group, and report what haven been taught that istwo stay two stray³¹

In this Method students are exposed to activities listen to what is expressed by his friend while visit, which indirectly students will be taken to listen to what is expressed by the members of the group who hosted them. In this process, there will be listening to the material in the students' activities.³²

The conclusion, two stay two stray Method is activity in small group consistof four to five students that can give and receive information from the other group, because every group two members of them visit the other group and two of them stay in their group, discus, back to their group, and report. So they will share information with another students.

a) Characteristics of Two Stay Two Stray Method

The characteristics of this Method are,

1. Students work in groups cooperatively to complete the learning materials,
2. The group is formed from students who have high ability, moderate and low,
3. If possible group members come from different races, cultures,

³¹ Muhammad Fathurrohman, Model-model Pembelajaran Inovatif (Jogyakarta: Ar-ruzzMedia, 2015), p. 91.

³² Hanawati, "Using Two Stay Two Stray Method In Increasing Students' Speaking Ability OfThe Second Year Students Of SMP Negeri 1 Mallusetasi" (Unpublisher Scrips; English Program Tarbiyah Department State Islamic College (Stain): Parepare, 2013), p. 16

tribes, and gender,

4. Awards are more group-oriented than individuals.

b) The Advantages and Disadvantages

The advantages and disadvantages of the two stay two stray Method. A Method must have disadvantages and advantages.

The advantages of the two stay two stray Method are as follows,

1. Applicable to all classes/levels
2. Students learning tendencies become more meaningful,
3. Familiarize students to be open to friends
4. Provide an opportunity for students to create creativity in communicating with friends of his group
5. More oriented to students' thinking activeness
6. Increase student's motivation and learning outcomes
7. Provide opportunities for students to define their own concepts by solving problems
8. It is expected that students will dare to express their opinions
9. Increased cohesiveness and student confidence
10. Students' speaking ability can be improved
11. Helps increase interest and learning achievement.

The disadvantages of the two stay two stray Method are as follows,

1. It takes a long time
2. Students tend not to learn in groups. Especially those who are not accustomed to learning groups will feel alien and difficult to

cooperate

3. For teachers, requires a lot of preparation (materials, funds and labor)
4. Teachers tend to have difficulties in classroom management
5. Like an ordinary group, students are good at mastering the course of the discussion, so the less able students have little opportunity to express their opinions³³.

c) The Procedure of Applying Two Stay Two Stray Method

The procedure of applying two stay two stray Method are

1. Teacher gives delivering learning materials or problems to students in accordance with the basic competition to be achieved,
2. Teacher forms groups. Each group consists of 4-5 students in a heterogeneous manner with different abilities of both skill levels (high, medium, and low) as well as gender, then Teacher gives student worksheet (LKS) or assignment to be discussed in group, 4) 2-3 people from each group visit another group, and the remainder of the group remains grouped to receive students who are visiting in their group,
3. Students who visit back to their respective groups and deliver the results of visits to friends who stay in the group. visiting results are discussed together and discussed together and recorded
4. Results of group discussions were collected and one representative

³³ Fajrin Basyirun, "Model Pembelajaran Two Stay Two Stray"
<http://fbasyirun.blogspot.co.id/2013/02/model-pembelajaran-twostaytwostray.html>. (Accesed on December 1st 2022)

- of the group presented their answers to the other group responding,
5. Teacher clarifies the correct answer
 6. Researcher encourages students to summarize lessons, and Teachers reward groups³⁴



³⁴ Muhammad Fathurrohman, *Model-model Pembelajaran Inovatif* . p. 91

CHAPTER III

RESEARCH METHOD

A. Approach and type of research

The approach of this research uses the qualitative research approach. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher³⁵. This approach prefers to conduct the data of phenomenon about the researcher's experience of behavior, perception, motivation, action, and etc. the qualitative approach is principally concerned with the discovery of "social facts" devoid of subjective perceptions of intentions and divorced from particular social and historical contexts.

While the type of the research used in this research is case study. That means a research method that is directed to describe perfectly and deeply about the reality of social and all phenomenon happened in the society which becomes the subject of research in order to be described the kinds, character, nature and the model of the phenomenon. The Qualitative Descriptive research is to describe the activities in Learning and Teaching of Speaking Ability at 2nd Grade of SMP As-Syafi'i Rambipuji Jember.

³⁵ Donald Ary, Introduction to educational research 8th edition, (Canada: Wadsworth Cengage Learning, 2010), 420

B. Research Location

This research will be conducted at 2nd Grade of SMP As-Syafi'i. Based on the observation in interview, Learning English at 2nd grade of SMP As-Syafi'i Rambipuji is still quite difficult for students. Learning difficulties are based on motivation learning, infrastructure, learning materials and learning method. The difficulty that is often faced by the students is in the ability of pronunciation. There are some difficulties in teaching speaking at 2nd grade of SMP As-Syafi'i, like many students still shy to show their ability in speaking, it comes from their own background. Some of them are from villages who do not have more time to have an intensive study after school because of the family condition. Firstly, the teacher has to build student's confidence to speak up in front of public. The researcher intends to describe exactly a phenomenon or problem that was found. This research aims to find out the effectiveness of using Two Stay Two Stray method at 2nd Grade of SMP As-Syafi'i.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed³⁶.

³⁶ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2021), 94.

This research used purposive Method. This Method is choosing research subject based on consideration and a specific purpose. Below is the research subject that has been decided:

1. Mr.Roby wahyu Darmawan as headmaster of SMP As-Syafi'i Rambipuji Jember, which the researcher set as informants in order to obtain the historical data when the beginning of the SMP As-Syafi'i Rambipuji Jember.
2. Mrs. Anisa as english teacher, which the researcher set as informants in order to obtain related data goal of teaching, material, method, and evaluation of teaching.
3. Ahmad Rizal and Lukman Hakim as Student of the 2nd grade of SMP As-Syafi'i Rambipuji Jember, researcher set students as informants in order to obtain the data of the successful student's studying in two stay two stray method.

D. Data Collection Method

Data collection methods used by researchers are as follows:³⁷

1. Observation (observation)

Observation is the collection of data through the use of human senses. In some natural condition, observation is the act of watching social phenomenon in the real world and recording events as they happen. The researcher used observation non-participant to observe the location where the research was carried out. The purpose of this observation is to

³⁷ John W. Creswell, Educational Research Fourth Edition, (Boston: Pearson Education, 2012) 212-223

know how the students learning process in the two stay two stray method. By using the observation the researcher can know a description of the students behavior, learning process, natural phenomenon, problems and how to solve them. The observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.³⁸

There are four observation conducted by researcher. They are:

- The goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The Step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

2. Interview

According to Gorden Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. It is done by dialogue orally either directly or indirectly. Interview is used to gather data from people about opinions, beliefs and feelings about situation³⁹

³⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 145

³⁹ Umar Sidiq, *Metode penelitian kualitatif di bidang pendidikan*, (Ponorogo : CV. Nata Karya, 2019), 59.

There are three types of interviews which are going to be used by the researcher. They are;

(a) Structured interview

Structured interviews are used as data collection Methods, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared.

(b) Semistructured interview

This type of interview is included in in-dept interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

(c) Unstructured interview

Unstructured interview, is free interviews in which the researcher does not using interview guidelines that have been systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

In this study, researcher used the third type, namely semistructured interviews with the aim of knowing the whole activities in implementing two stay two stray method method:

- The goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The Step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember
- The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

3. Document Review

Documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents.

The data that are going to be obtained through documentation are;

- a. The Profile of Mts. As-Shiddiqy Jember
- b. Data of teachers and studentss of Mts. As-Shiddiqy Jember
- c. Photos of implementation activities in Mts. As-ShiddiqyJember
- d. RPP (Rencana Pelaksanaan Pembelajaran)

E. Data Analysis

The data analysis Method used in this research is an interactive model of analysis. According to Miles and Huberman, and Saldana” there is three concurrent verification flow of activity in the model such as data collection, data condensation, data display, and data conclusion drawing and verification”.⁴⁰

1. Data Condensation

Data condensation according to miles is referred to as the process of selecting, focusing, simplifying, abstracting, and transforming the data in written-up field notes or transcripts.⁴¹In this stage, the researcher needs the separate the accurate from the inaccurate ones. Through the data condensation, the researcher focuses on the data that will be analyzed. It can easier for the researcher to continues collecting the data.

2. Data Display

The next step is data display which is an important thing to do after data condensation. In this stage, the researcher will be easier to understand what is happening and also to do something further analysis on that understanding. It is also well-known as the process of showing data only in the form of words, narrative, able to get the appropriate conclusion at the end. So, in this research, the researcher uses an essay and charts in displaying the data which is very commonly

⁴⁰ Hasnidar, “Students” Perception of Using Online Learning Materials” (A Thesis of Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial of Requirement for thr Degree of English Departement, 2020), 30

⁴¹ Miles, Matthew & Huberman, A. Michael. *Analisis Data Kualitatif* (Jakarta: UI Press, 1992), 20

used in qualitative research.

3. Conclusion Drawing and Verification

The last step is the stage of drawing conclusions based on findings and verifying data. As explained above are still temporary and are changed if substantial evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification.

F. Validity of data

To test the validity of data in this study is used triangulation. According to Lexy Moleong, "Triangulation is a data validity checking Method that utilizes something other than the data for checking purposes or as a comparison of the data"⁴² Triangulation is divided into two types:

1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources. For example, the researcher obtained strong data through interviews with the english teacher and then strengthened by the results of interviews with students.

2. Technical Triangulation

Technical triangulation is the use of various data disclosure Methods that are carried out to the data source. Test the credibility of the data by triangulation of Methods, that is, checking the data to the

⁴² Lexy Moleong, *Metodologi Penelitian Data Kualitatif* (Bandung: Remaja Rosdakarya, 2001), 135.

same source with different Methods.

For example in this research, the researcher will use Method and data source triangulation to validate the data. So, after getting the data from observation, especially during the teaching and learning process of English subject, the researcher will compare it with the result of the interview from different participants (between the teacher and students).

G. Research Steps

This section outlines the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.

The research phase that was passed by the researcher in the research process was as follows.

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

a. Develop research designs

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is 2nd Grade of Mts. As-

Shiddiqy Jember.

c. Permit processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be teste.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is english day program. The finding and discussion are explained as follows:

A. The Brief Description of The Object

1. The Profile of MTs As-Shiddiqy

Having a school is certainly a dream for everyone who really cares about the development of education today. Schools are used as a place of maximum learning to form a better person and with the rapid pace of modern technology, the number of various negative cultures that enter Indonesia, is one of the factors for the lack of morality of the younger generation.

The beginning of As-Syafi'i Junior High School is a boarding school in a village where the community increasingly needs the importance of formal education which is a reference and benchmark for being able to interact formally with the national and international world, "In this case, it moved us, the administrators of the As-Syafi'i Islamic and social education foundation, to help meet the great expectations of the community by holding a higher quality education program. The development of the Wajar Dikdas Wustha / Madin Wustha education system which is so poorly understood by the community and the

environment, urges us to establish a more formal and general education in the community in the form of a Junior High School ", Based on the results of interviews with Gus Amin Sururi as the founder of As-Syafi'i Junior High School, this school is rightly established in a village environment where in the middle of the community there is a great need for an educational institution.

2. The Geographic Location of SMP As-Syafi'i Jember

SMP As-Syafi'i is located in Gumuksari RT / RW 13 / 10 Gumuksari Hamlet Nogosari Village Rambipuji Sub-district Jember Regency Province East Java Postal Code 68152. As-Syafi'i Junior High School is still in the middle of the As-Syafi'i foundation area.

3. Organization Structure of SMP As-Syafi'i Jember

Headmaster : Robby Wahyu Darmawan, S. Pd

Vice of Headmaster : Sri Agustin, A. Ma. Pd

Treasurer : Wahyuni Isnaeni

Head of Administration : Pugut Ranto P.

Deputy of curriculum : Evin Wahyuni

Deputy of student : Ridho Dwi N.

Deputy of public relation : Dra. Lilik Wahyuni

Deputy of facilities & infrastructure : Fierman P. U. P. Teachers

VII GRADE WALI : Khoirul M. S.Pd

CLASS VIII WALI : Irma Robani, S.Pd

CLASS IX wali : Tri Utami, S.Pd

4. Vision and Mission of SMP As-Syafi'i Jember

a. Vission

As a leading advanced Islamic basic education institution in instilling Islamic values and laying the foundations of science to prepare cadres of people who have faith and devotion and master the basics of science, as well as competence and achievement so that they are ready to develop into khaira ummah generation.

b. Mission

- Developing an operational dynamic concept of khaira ummah generation cadres, and its education process.
- Developing the quality of educational materials and teaching materials in line with Islamic values and the latest developments in science and technology.
- Developing the quality of educational systems, methods, and technology in the education of Islamic values and mastery of science and technology, in line with the development of educational technology.
- Building the quality of teachers as professional educators who tafaqquh fiddin.
- Organizing high quality educational facilities and infrastructure. high quality educational facilities and pre-facilities.
- Creating an Islamic school culture
- Making the progress and success of learners in the educational

process as the center of orientation and the most prioritized goal in all activities

B. Finding Research

Researcher should be provided with the data serving as the main of research, that is would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned Method.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

a) The goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, observation and document review. Researcher described elaborated and interpreted data so that became whole description.

The goal of teaching speaking skill through two stay two stray method, according to Mrs. Anisa as the english teacher of 2nd grade of SMP As-Syafi'i Rambipuji Jember:

“Two stay two stray method is a general approach that involves mindful participation and active inquiry in the acquisition of concepts and strategies. In classroom contexts, it refers to a form of curriculum in which students are encouraged to actively explore and figure out the concepts, solutions, or strategies at hand. Students form the way of working together effectively, giving information each other, and listening and using

people,,s ideas”⁴³

Based on interview above, it can be seen that the goal of teaching speaking skill through two stay two stray method are: students are being able to to discover rule in concrete as well as abstract situation, also students extrapolate information that have given. Students form the way of working together effectively, giving information each other, and listening and using people,,s ideas.

The same thing was also conveyed by Ahmad rizal, a student of 2nd grade of SMP As-Syafi’i Rambipuji Jember said that:

“when using two stay two stray method, we become more active and enthusiastic in English learning activity and also Students have a chance to involve actively in class”.⁴⁴

Based on the intrviewed above, it can seen that one of two stay two stray method goal are to make students active and have a chance to involve actively in class.

It was supported by Lukman Hakim as the student of 2nd grade of SMP As-Syafi’i Rambipuji Jember. She explained as follows:

“when using two stay two stray method, we become more active and enthusiastic, its like Giving interaction field in each-students and studentteacher, so that students can use language well”⁴⁵

Based on interview above, it can be seen that the goal of using

⁴³ Mrs. Anisa, Interviewed by the researcher, 5th of April 2023

⁴⁴ Ahmad Rizal, Interviewed by the researcher, 5th of April 2023

⁴⁵ Lukman hakim, Interviewed by the researcher, th of April 2023

two stay two stray method in teaching speaking skill are to make students become more active, enthusiastic and easier on understanding the text by teacher's steps in teaching and they can use language well.

In the field, researcher found that before the teacher explain the material, he explained the goal of public speaking class. The goals mentioned by teacher were: the Students are able to increase self-confidence in public speaker, the students are able to increase speaking creatively and actively. In another activity, the researcher found that teacher explained the importance of learning English in this globalization era. so students are encouraged to participate actively in teaching learning.⁴⁶

Based on to the interview and observation above, there are three points that the researcher concluded the goals of teaching speaking skill through two stay two stray method. They are: 1) Students form the way of working together effectively, giving information each other 2) Students have a chance to involve actively in class 3) Students more enthusiastic in eenglish learning 4) Giving interaction field in each-students and students teacher, so that students can use language well.

b) The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

⁴⁶ Observation at SMP As-Syafi'i Rambipuji Jember, 8th of April 2023.

The material of teaching speaking skill through two stay two stay method, According to Ms. Anisa as the English teacher at SMP As-Syafi'i Rambipuji Jember said that:

“The material that I gave to the students was describing something, for the example is about “Yourself”, include the language features and the text structure”⁴⁷

Based on the interview above, it can be seen that one of the material of teaching speaking skill using two stay two stay Method was about describing and identifying something, for example description text about “yourself”, include the language features and the text structure.

Regarding the learning material for teaching speaking skill using two stay two stay Method, Ahmad Rizal as a student of 2nd grade of SMP As-Syafi'i Rambipuji Jember stated that:

“In the learning process, usually Mrs. Anisa using two stay two stay Method on the learning speaking skill with the material about describing something, for the example about “Ourself”. It is requires because the material needs more understanding about the text wether on the language features or the text structure”⁴⁸

Based on the interviewed above are teaching speaking skill through using two stay two stay Method make students easier to understand the material.

It was supported by Lukman Hakim as the student of 2nd grade of SMP As-Syafi'i Rambipuji Jember. She explained as follows:

⁴⁷ Mrs. Anisa, Interviewed by the researcher, 5th of April 2023

⁴⁸ Ahmad Rizal, Interviewed by the researcher, 5th of April 2023

“We feel happy with the material about descriptive text or describing something because Mrs. Anisa using two stay two stay Method”.⁴⁹

Based on the interview above, it can be seen that the material presented by the teacher on teaching speaking skill through two stay two stay Method was about describing and identifying people / “yourself”, animal and thing. Which is the material requires more understanding about the text whether on the language features or the text structure.

The result of interview above evidenced by the lesson plan prepared by the teacher that is about descriptive text with the theme “Yourself”.

Based on the interviews and document review, the researcher concluded that teaching speaking skill using two stay two stay Method helped students to be more understand about the text of the learning material.

c) The Step of teaching speaking skill through two stay two stay method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember.

The step of teaching speaking skill based on the results of observations, the two stay two stay Method were applied in 2nd grade of SMP As-Syafi’i Rambipuji Jember. Regarding the process of the teaching speaking skill through two stay two stay Method, Mrs. Anisa said that:

⁴⁹ Lukman Hakim, Interviewed by the researcher, 5th of April 2023

“The process of teaching speaking skill using two stay two stray Method applied according to the lesson plan (RPP) that I have compiled, as we know that two stay two stray Method has own steps, like stimulation, problem statement, data collection, data procession, verification and generalization”⁵⁰

Based on the interviewed done by the researcher, it can be known that the teacher applied two stay two stray Method for teaching speaking. The teacher did all of the stages of two stay two stray Method. The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves.

This is in accordance with observations made by researchers in 2nd Grade that in the implementation of the Two Stay Two stray model it includes core activities that are adapted to the characteristics of students in subjects which can include observing, asking, exploring, associating and communicating as will be explained by researchers below as follows.⁵¹

1) Observing

- (a) Students observe pictures or questions given by the teacher.
- (b) The teacher explains about text descriptive material

2) Ask

- (a) Students are given the opportunity to ask questions regarding

⁵⁰ Mrs. Anisa, Interviewed by the researcher, 5th of April 2023

⁵¹ Observation at SMP As-Syafi'i Rambipuji Jember, 5th of April 2023

the material that has been explained by the teacher.

- (b) Teachers and students conduct questions and answers related to the material

3) Exploring

- (a) Students are divided into four groups
- (b) Representatives of each team introduce their members.
- (c) Students work in groups of four as usual.

4) Associating

- (a) Provide instructions and assistance to students to help them prepare for discussion
- (b) Each related group discussed each topic, two people from each group visited the other two groups
- (c) Two people who live in the group are in charge of sharing the results of the discussion, and informing their guests.
- (d) Guests excuse themselves and return to their own groups and report their findings from other groups
- (e) The groups match and discuss the results of their work
- (f) Each group presents the results of their work

In the practice, the teacher instructed two people from each group leaving the group to visit to another group. Students are instructed that the two remaining in a group tasked with sharing the results their work and information about descriptive text about “yourself” with the students who visit the group. After

students feel that they have received enough information, students acting as guests, back to the group to share information received from the group other. So and so alternately until each group member ever felt as a give of information (resident) and recipient of information (guest). Then students are given the opportunity to conclude their findings from other groups, and present them.

5) Communicating

- (a) The teacher asks questions that are not understood by students
- (b) The teacher provides reinforcement of material that students have not yet understood.
- (c) In carrying out class discussions, followed by redirection after discussion

d) The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

To know the evaluation the teaching learning process using two stay two stray method that was done on May 8nd 2023, the researcher came back to MTs As-Shiddiqy Jember on May 22nd 2023. At 09.30, researcher interviewed English teacher of SMP As-Syafi'i Rambipuji Jember. Starting with Mrs. Anisa explaining what the evaluation is.

“In every walk of life the process of evaluation takes place in one or other form. If the evaluation processes is eliminated from human life then perhaps the aims of life may be lost. In education how much a child has

succeeded in his/her aims, can be determined through evaluation. Thus there is a close relationship between evaluation and aims”.⁵²

Based on the interview above, every evaluation take place in one or other form. If the evaluation processes make student elimited from human life then perhaps the aims of lif may be lost, but in education lifeevery students are succeeded in their aims.

Teacher also said that the result of teaching learning process using two stay two stray method made students more active by showing student-centered, where the teacher no longer explains the material but only stimulate the students. However, there were still some passive students, where he just kept quiet when his friend had been very active in his presentation and actively responded to his friends“ presentation.

“As a teacher, we should not blame passive students because every student has different abilities. The truth is we find the solution so that the passive student becomes active, and the active one becomes active again.”⁵³

Based on iterview above, it can conclude that every students have their own capability and we can not blame them even if the result of evaluation process not like our expectation.

The statement above was added by an interview with a student named Ahmad rizal , he said that:

“After discussing the text provided, Ms. Anisa usually gives questions related to the text”⁵⁴”

Based on the interview above, it can seen the the evaluation of

⁵² Mrs. Anisa, Interviewed by the researcher, 23th of May 2023

⁵³ Mrs. Anisa, Interviewed by the researcher, 23th of May 2023

⁵⁴ Ahmad Rizal, Interviewed by the researcher, 23th of May 2023

teaching speaking skill through two stay two stray method was students answering some question related with the teacher statement, can describing something with oral. Based on the interview above, it could be concluded that the evaluation of teaching speaking skill through two stay two stray method at SMP As-Syafi'i Rambipuji Jember implemented conducted steps of two stay two stray it self. The aspects which were evaluated were Pronunciation, Intonation, Fluency self-Confident. Formative evaluation, this type of evaluation can be viewed as a "test and non-test" that is performed on each the end of the presentation of the lesson.

The evaluation process, the teacher gave the students one question to evaluated their writing and oral test. The teacher asked them to discribed something based on the descriptive text structure than the students presented in front the class for explained about their understanding's things conducted descriptive text.⁵⁵

Based on the interview and observation above, it can seen that the evaluation of two stay two stray method done by the teacher. The teacher implemented conducted steps of two stay two stray it self, the aspects which were evaluated were Pronunciation, performance, Delivery and Grammatical.

⁵⁵ Observation at SMP As-Syafi'i Rambipuji Jember, 23th of May 2023

Tabel 4.1
Matriks of Research Finding

NO.	Research Focuses	Research Findings
1.	<p>The goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember</p>	<p>The goals of teaching speaking through two stay two stray</p> <p>They are:</p> <ol style="list-style-type: none"> 1) Students form the way of working together effectively, giving information each other 2) Students have a chance to involve actively in communication in class 3) Students more enthusiastic in english learning.
2.	<p>The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember</p>	<p>the material presented by the teacher on teaching speaking skill through two stay two stray was about describing and identifying</p>

		<p>people and thing. Which is the material requires more understanding about the the text, for example description text about “yourself”, wether on the language features orthe text structure.</p>
3.	The Step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember.	The teacher’s step concluded that all the steps were relevant with the procedures of two stay two stray method
4.	The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi’i Rambipuji Jember	Teaching learning process using two stay two stray method made students more active by showing student-centered, where the teacher no longer explains the material but only stimulate the students.

C. Discussion

This section is researcher’s idea, discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. Discussion is also as the analyzed by the researcher about the research findings.

There are four points to be discussed in this term. 1) The goal of teaching speaking skill through two stay two stray method at 2nd Grade

of SMP As-Syafi'i Rambipuji Jember, 2) The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember 3) The Step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember, 4) The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember.

1. The goal of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

Goal is very important component in the learning system, because the teacher and the student's activities are directed to achieve the learning goal.

Learning educational goals to be achieved at the teaching level. The results of this achievement are in the form of students who gradually formed their character thinking abilities, and technological skills. Basically, these goals are expectations of what students can do at the end of the lesson. In a competency-oriented curriculum, learning purposes are also commonly referred to the learning outcome indicators. Those are closely related to the learning outcomes to be achieved by students.⁵⁶

Based on the observations of researchers that students feel enthusiastic about this Two Stay Two Stray learning model, and able

⁵⁶ Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016), 40

to give students an active role in the learning process teach so that you do not have the opportunity to sleep and Thus, students can think creatively with their language patterns in every argument and used to exchange ideas with even trained to work together to create a good learning atmosphere.

Based on the findings and the theory about goal of teaching speaking trough Two Stay Two Stray has been fixed that students have to be able to speak fluently, have good pronunciation, have selfconfident and students are able to speak creatively. The teaching process at the Two Stay Two Stray runs well and systematically so that the goals of the two stay two stray method such as increasing self-confidence, fluency and pronunciation will be easily achieved.

2. The material of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

To know how English teacher in SMP As-Syafi'i Rambipuji Jember apply two stay two stray method in teaching speaking, the researcher observed in the class on Thursday, 23 of May 2023. The subjects were an English teacher and the eighth grade students of SMP As-Syafi'i Rambipuji Jember. The lesson started at 7 AM and ended at 08.30 AM. The VIII class was chosen because the learning material that they are going to learn was in line with the research.

In opening the lesson, the teacher greeted the students as she entered the classroom. Then, she introduced the researcher to the

students. The teacher told the students that the researcher would join the class and observed the teaching and learning process. After that, she let the researcher to sit in the back of the class. After introduced the researcher, the teacher asked one of the students to lead the class to pray together.

After that, the teacher started to check the attendance list by calling the students' name one by one. There were eleven students that attended the class, two student absent. After checking the attendance list, the teacher reviewed the last meeting lesson about narrative text.

Then teacher asked the students to open their book and asked them to read the text. After the students reading the text, the teacher led the students to observe the text together to find out about the social function, structure and language feature of the text. The students were interested to the teaching and learning process. It can be seen from the students who responded to the questions given by the teacher actively. In addition, after the students know about the social function, structure and language feature of the text, the teacher asked the students to identify the past verbs used in the text. The verbs could be in the form of regular or irregular verb. Then, the students were actively mentioning the past verbs they found and the teacher asked the students the meaning of those verbs in Indonesian language. The teacher did this in order to emphasize that Descriptive text were written by using past verbs. Moreover, by translating the verbs into

Indonesian, it helps the students to understand the meaning of the text⁵⁷.

After stimulating the students, the teacher led the students to ask about the purpose of Descriptive text and the differences and similarities between Descriptive text and narrative text, as the students already learnt about narrative text in the last meeting. The students started to ask whether both of the texts were the same or not and. The teacher did not answer all, she only answered a little to stimulate students so that the knowledge gained from the students themselves.

After in collecting the data, the teacher made the students into four group and let the students to analyze the text that entitled “Yourself” in groups. She assisted the students to find the main point of each paragraph, information details and specific information of texts. The teacher led the students to find all the information from the first until the last paragraph.

Next, in data processing stage, the teacher guided the students to list all of the information that they had been gathered. Then, the teacher helped the students to categorize the information by writing every point on whiteboard. After collecting and processing the data, the teacher guided the students to perform in front of class to presentation the data that had been collected. The teacher built a comfortable learning process by listen to students’ jokes and laugh at

⁵⁷ Neil J Salkind, *Encyclopedia of Educational Psychology* (Singapore: Sage Publications, 2008), 255.

them. It makes the students felt relax in the class and have no burden to speak their thought because the teacher always listen to them. Furthermore, the students and teacher were discussed the text together to check whether their work were already correct.

In the last step, teacher and students drew the conclusion together. It was the process could be used as a general principle and applied to all events or similar problem, with regard to the outcome of verification. She asked the students about what they had learnt that day and the students said that they had learnt about Descriptive text. Then, the teacher asked the students whether they found any difficulty while learning Descriptive text. The students seem to understand about what they learnt. Then Mrs. Anisa gave some quiz that consist three questions. She just gave five minutes to answer the question and asked the leader of eighth grade students to collect the quiz of his friends. Then as homework Mrs. Anisa asked students to write their own Descriptive text. Finally, the teacher ended up the lesson by giving the students the information about what will they do next meeting. Then, the teacher closed the class by greeting the **students as she left.**

3. The Step of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember

According to the result of observation done by the researcher by using field notes, it can be known that the teacher applied two stay

two stray method for teaching speaking. The teacher did all of the stages of **two stay two stray**. The teacher can also encourage the students to be more active. It can be seen from the activity in which the teacher gave them some tasks, asked them to answer it both individual and in group, discuss it together, present their work and find information by themselves.

In research finding above, it concluded that all the four steps were relevant with the procedures of two stay two stray method. It could be discussed that the activities in stimulation step was appropriate and relevant with the theory of stimulation. Teacher was asking questions about a general topic interconnected with Descriptive text. Syah sai that teacher started teaching learning activities by asking questions, suggestions reading books, and other learning activities that lead to the preparation of solving.⁵⁸

In the main activity, the teacher followed the steps of Two stay two stray method, First is Observing, Students observe pictures or questions given by the teacher. And than The teacher explains about text descriptive material. Second is Asking, Students are given the opportunity to ask questions regarding the material that has been explained by the teacher and teachers and students conduct questions and answers related to the material.

⁵⁸ Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT REmaja Rosdakarya, 2004) p. 244

After the teacher explain about the material, the students do Exploring, the teacher give a instruction to Students divided into four groups, then Representatives of each team introduce their members. And Students work in groups of four as usual.

For the next step is Associating, Provide instructions and assistance to students to help them prepare for discussion , Each related group discussed each topic, two people from each group visited the other two groups, Two people who live in the group are in charge of sharing the results of the discussion, and informing their guests. Guests excuse themselves and return to their own groups and report their findings from other groups, The groups match and discuss the results of their work, Each group presents the results of their work.

The teacher instructed two people from each group leaving the group to visit to another group. Students are instructed that the two remaining in a group tasked with sharing the results their work and information about descriptive text about “yourself” with the students who visit the group. After students feel that they have received enough information, students acting as guests, back to the group to share information received from the group other. So and so alternately until each group member ever felt as a give of information (resident) and recipient of information (guest). Then students are given the opportunity to conclude their findings from other groups, and present them. The last step is Communicating, The teacher asks questions that

are not understood by students, The teacher provides reinforcement of material that students have not yet understood. In carrying out class discussions, followed by redirection after discussion.

4. The evaluation of teaching speaking skill through two stay two stray method at 2nd Grade of SMP As-Syafi'i Rambipuji Jember.

To evaluate teaching learning on 23 May 2023, English teacher at SMP As-Syafi'i Rambipuji Jember does assessment by making a quiz that consist three question and the time to answer just five minutes. It is to know students' understanding about Descriptive text. She collected the score from the attitude of the students while teaching learning process, the performance while present in front of class, the score of quiz and the score of students' speaking.

Dickins and garmaine state⁵⁹ that evaluation is an intrinsic part of teaching and learning. It is important to the students because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of course, and for management of learning tasks and students.

Based explanation above, it can be concluded that evaluation helps to build an educational program, assess its achievements and improve upon its effectiveness. Evaluation plays an enormous role in the teaching- learning process. It helps teachers and students to improve teaching and learning. In learning, it contributes to

⁵⁹ Pauline R Dickins and K Garmaine, *Evaluation* (Oxford University Press, 1992) p.3

formulation of objectives, designing of learning experiences and assessment of learner performance. Beside this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title, “The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method a Case Study at 2nd Grade of SMP As-Syafi’i Rambipuji Jember”

A. Conclusion

The goal of teaching speaking skill through Two Stay Two Stray Method are: 1) Students form the way of working together easier in communication, giving information each other 2) Students have a chance to involve actively in class 3) Students more enthusiastic in English learning 4) Giving interaction field in each-students and students teacher, so that students can use language well.

The researcher can conclude that the materials delivered by the teacher is accordance with her RPP about descriptive text.

The teacher implements two stay two stray method which is relevant and appropriate with the theories. She uses four steps: 1) observing, 2) asking, 2) exploring, and 3) associating

The evaluation of teaching speaking skill through Two Stay Two Stray Method was in the form of teacher duty to present in front the class. In all of the speaking, the teacher gives her comments. It makes students pay attention to their result, and know their mistakes as motivational correction for them.

B. Suggestion

The researcher gives some suggestions according to the result of the study of English day program as follows:

1. For the Headmaster

The hope is that the learning media provided by the school can be more complete so that educators in schools can be more optimal in providing subjects

2. For the teacher

Since Two Stay Two Stray Method contributes positive result in students' speaking ability, the teacher should mind the time management since two stay two stray method passing through some stages. One material should be made into two meetings so that the material delivered is truly conveyed and the students become truly understood.

3. For the next researcher

There should be further research about the implementation of two stay two stray method. It is expected that the next researcher will do another research in different areas. This learning model can be implemented in different grades and topics. By conducting another research, it may help to lose the teacher's burden in implementing Two Stay Two Stray Method.

REFERENCES

- Donald Ary, Introduction to educational research 8th edition, (Canada: Wadsworth Cengage Learning, 2010).
- H Douglas Brown, language assessment principles and classroom practices, (San Fransisco: Longman, 2003).
- H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003).
- H. Douoglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001).
- Hasnidar, “*Students’ Perception of Using Online Learning Materials*” (A Thesis of Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial of Requirement for thr Degree of English Departement, 2020).
- Irmayanti Mufida, Gusti Nur Hafifah M.Pd, Linda Mayasari “The Implementation of two stay two stray method to Teach Speacking at The First Grade Student at SMP Institute Indonesia”, (tell journal, volume 3, number 2, april 2015).
- Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007).
- John W. Creswell, Educational Research Fourth Edition, (Boston: Pearson Education, 2012).
- K Nurdin, HS Muh, MH Muhammad. 2019. ”The Implementation Of Inquiry-two stay two stray method”. Translation Journal. Volume 7, No. 3, https://www.researchgate.net/publication/338182478_THE_IMPLEMENTATION_OF_INQUIRY-DISCOVERY_LEARNING. July 2019.
- Kamila Chilkiwicz, *Direct Language Learning Strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11-12 year olds*, world scientific news journal, 07, 2015.
- Klren lorenza, a thesis “*Students’ opinions of the impotence of English camp Program to students English skill in English department of state polytechnic of Sriwijaya*” (Palembang:2017).
- Lexy Moleong, *Metodologi Penelitian Data Kualitatif* (Bandung: Remaja Rosdakarya, 2001).

- Lexy Moleong, *Metodologi Penelitian Data Kualitatif* (Bandung: Remaja Rosdakarya, 2001).
- Lisrohli Iramawati, "Improving Student's Speaking Ability Through Communicative Language Games", *Magistra*, 87 Th. XXVI (Maret, 2014).
- Lucy Pollard, *Guide to Teaching English*, (USA: Longman Group, 2008).
- Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis 3rd Edition* (California: SAGE Publications, 2014).
- Miles, Matthew & Huberman, A. Michael. *Analisis Data Kualitatif* (Jakarta: UI Press, 1992).
- Rita Indriyanti "Improving the Experiment Report Writing Skills of Fifth Graders Through the two stay two stray method", (thesis, Department of Science Education, Universitas Negeri Yogyakarta
- Scott Thornbury, *How to teach speaking*, (San Francisco: Longman, 2002). Scott Thornbury, *How To Teach Speaking*, (England: Longman, 2005), 123.
- Sobari Muhammad Roni, "The Use Of two stay two stray method To Improve Students' Writing Descriptive Text", (Project, No. 2, volume 2, 2019).
- Yenny Rahmawati and Ertin, *Developing Assessment For speaking*. *Journal of IJEE*, Vol I No 2, 2014.
- Yoga Prastowo Mukti¹, Mohammad Masykuri, Widha Sunarno, Ulin Nuha Rosyida, Zuhair Jamain, Mahamboro Dawud Dananjoyo "Exploring the Impact of Project-Based Learning and two stay two stray method to The Students' Learning Outcomes: Reviewed from The Analytical Skills", (*JIPF*, volume 9, issue 1. 121-131, april 2020).

Appendix

MATRIX OF RESEARCH

Title	Variable	Sub-variable	Source of data	Research Method	Research Focus
The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember	Speaking Skill	<ol style="list-style-type: none"> 1. Goal of teaching speaking skill 2. Material of teaching speaking skill 3. Step of teaching speaking skill 4. Evaluation of teaching speaking skill 	a. Interview <ol style="list-style-type: none"> 1. The headmaster 2. The teachers 3. The students b. Documentation <ol style="list-style-type: none"> 1. The students' data 2. The schedule of the learning 3. The material of the learning 4. The media of the learning 5. The evaluation result of the learning 	<ol style="list-style-type: none"> 1. Approach and kinds of research <ol style="list-style-type: none"> a. Qualitative b. A case study 2. Data Collection Method <ol style="list-style-type: none"> a. Observation b. Interview c. Documentation 3. Data analysis technique: Qualitative Descriptive 4. Validation of Data: <ol style="list-style-type: none"> a. Source Triangulation b. Triangulation Technique 	<ol style="list-style-type: none"> 1) How is the goal of teaching speaking skill through two stay two stray method at SMP As-Syafi'i Rambipuji Jember? 2) How is the material of teaching speaking skill through two stay two stray method at SMP As-Syafi'i Rambipuji Jember? 3) How is the step of teaching speaking skill through two stay two stray method at SMP As-Syafi'i Rambipuji Jember? 4) How is the evaluation of teaching speaking skill through two stay two stray method at SMP As-Syafi'i Rambipuji Jember?
	Two Stay Two Stray Method	<ol style="list-style-type: none"> 1. The description of two stay two stray method 2. The principle of two stay two stray method 3. The planning of two stay two stray method 4. The step of two stay two stray method 			

Appendix 2

RESEARCH INSTRUMENT

A. Observation Instruments

1. Profile of SMP As-Syafi'i Rambipuji Jember
2. Geographical location of SMP As-Syafi'i Rambipuji Jember
3. Objective conditions of SMP As-Syafi'i Rambipuji Jember

B. Interview Instruments

1. What do you think about the planning of The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember?
2. How is the goal of Teaching Speaking Skill Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember?
3. How is the step of Teaching Speaking Skill Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember?
4. What is your opinion before using the Two Stay Two Stray Method at 2nd grade of SMP As-Syafi'i Rambipuji Jember?
5. What is your opinion after using the Two Stay Two Stray Method at 2nd grade of SMP As-Syafi'i Rambipuji Jember?
6. How is the material of the implementation of speaking skill through Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember?
7. How is the evaluation of the implementation of speaking skill through Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember?

C. Documentation Instruments

1. The structure of SMP As-Syafi'i Rambipuji Jember.
2. Vision and Mission of SMP As-Syafi'i Rambipuji Jember.
3. Documents relevant to the research of SMP As-Syafi'i Rambipuji Jember



Appendix 3

RESEARCH JOURNAL'S ACTIVITIES

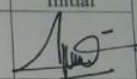
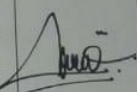
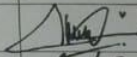




Nama : Kholisatul Hasanah

NIM : T20176070

Title : **The Implementation of Teaching Speaking Skill Through Two Stay Two**

Stray Method a Case Study at 2nd Grade of SMP As-Syafi'i Rambipuji Jember".

Location : **SMP As-Syafi'i Rambipuji Jember**

No	Day/Date	Activity	Initial
1	Monday, 20 March 2023	The researcher Gives a "Surat permohonan penelitian" to the school	
2	Tuesday, 21 March 2023	The researcher Observes the classroom activity at seven A grade students of Madrasah Tsanawiyah Ashri Jember, doing interview with English Teacher, and discussed about lesson plan with the English teacher	
3	wednesday, 22 March 2023	The researcher pre-test the students	
4	Thursday, 24 March 2023	The researcher implements the action (first meeting)	
5	Monday, 27 March 2023	The researcher implements the action (second meeting)	
6	Monday 3 April 2023	The researcher gives a Vocabulary test to the students third meeting)	
7	Monday, 15 May 2023	The researcher asks for a letter of research finishing	

Jember, 5 Jun 2023

UNIVERSITAS ISLAM NEGERI
The Head Master of SMP As-Syafi'i Rambipuji Jember
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Robby Wahyu Darmawan, S. Pd

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMP As-Syafi'i Rambipuji Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/Genap
Materi Pokok tentang	: Teks deskriptif pendek dan sederhana, orang, binatang dan benda
Alokasi Waktu	: 2 x 45 Menit (1 x Pertemuan)
Guru Kelas	: Mrs. Anisa

A. Kompetensi Inti

1. Menghargai KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
2. KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2	2.3.Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Memberi nama benda 3.10.2. Mengidentifikasi sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan fungsi sosial teksdeskriptif.
4	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,	4.12.2. Menyusun teks deskriptif sederhana tentang benda

	<p>tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
--	---	--

❖ **Karakter yang diharapkan : Disiplin**

C. Tujuan Pembelajaran

Melalui metode pembelajaran *two stay two stray method*, siswa mampu aktif danberpikir kritis. Berdasarkan kompetensi, siswa mampu:

1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2. Menunjukkan perilaku peduli dalam pembelajaran
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Example of descriptive text

My Self

My Name is Rizka Faidah Utami. My nickname is Kaka. I was born in Ciamis, on the 7th of September, 1997. So, now i'm officially 20

years old. I live in Ciamis, but now i stay at Mbah Karso street, near Perjuangan University.

I was graduated from Senior High School 2 Ciamis and now i continue my study in Perjuangan University. I have one big sister and twins. But, my twins is a boy not a girl. My hobbies are travelling and watching movies, My favorite movies are Percy Jackson, Descendants, Kingsman, and many more.

I think, i'm tall enough, because my height is 167 cm and my weight is 58 kg. I have short and black hair, i have black eyes, round face, and flat nose. My skin is brown not white. I really like run in the morning, because it can makes me healthy.

1. What does the text tell about?
2. Why the text is called descriptive?
3. What is the generic structure of the text?

Fungsi sosial

To describe something /someone /some place in specific way.

For example: Jakarta, Rizka Faidah Utami, my Self, My English Teacher, etc.

E. Metode Pembelajaran

Two Stay Two Stray Method

F. Media Belajar

- Gambar
- Teks

G. Sumber Belajar

1. Buku Siswa “When English Rings a Bell”, Jakarta: Kemendikbud
2017
2. Ppt yang dishare oleh guru

H.Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	
Pendahuluan	<p>a. Orientasi</p> <ol style="list-style-type: none"> 1) Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin 3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>b. Apersepsi</p> <ol style="list-style-type: none"> 1) Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 2) Mengingat kembali materi prasyarat dengan bertanya. 3) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>c. Motivasi</p> <ol style="list-style-type: none"> 1) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 3) Mengajukan pertanyaan <p>d. Pemberian Acuan</p> <ol style="list-style-type: none"> 1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 2) Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 3) Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	15 Menit	
	Metode Pembelajaran Two Stay Two Stray Method	Kegiatan Pembelajaran	
Inti kegiatan	<ol style="list-style-type: none"> 1) Observing 2) Ask 3) Exploring 4) Associating 	<ol style="list-style-type: none"> 1) Siswa melihat gambar atau pertanyaan yang diberikan oleh guru, dan guru menjelaskan tentang deskriptif teks 2) Siswa diberi kesempatan untuk bertanya mengenai materi yang dijelaskan guru 3) Siswa dibentuk menjadi empat grup (jumlah muridnya 16), dan 	60 menit

		<p>masing-masing grup memperkenalkan anggotanya.</p> <p>4) Siswa melakukan diskusi dengan cara Two Stay Two Stray Method</p>	
Penutup	<p>1) Guru memberikan tugas rumah kepada siswa untuk mencari referensi/ bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya</p> <p>2) Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran</p> <p>3) Guru memberi salam sebagai tanda akhir pembelajaran</p>		15 menit

I. Penilaian

No.	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektif
3.	Keterampilan	

1. Penilaian Sikap/Observasi

Indikator:

- (1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.
- (2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

No.	Aspek yang dinilai (skor 1-4)		Total Skor	Rata-Rata
	indikator (1)	indikator (2)		
1				
2				
3				
4				
5	Etc			

Keterangan:

- 4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)
- 3 = Baik (jika sering melakukan perilaku yang diamati)
- 2 = Cukup (jika kadang melakukan perilaku yang diamati)
- 1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

2. Pengetahuan

a. Teknik Penilaian : Tes Tulis

b. Bentuk Instrumen : Essay

No	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Tabel Penilaian Aspek Pengetahuan

NO	ASPEK YANG DINILAI	KRITERIA	SCORE
1	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat Runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup Runtut	3
		Struktur teks yang digunakan kurang Runtut	2
		Struktur teks yang digunakan tidak Runtut	1
3	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

3. Keterampilan

Bentuk Penilaian : Tes Lisan

Instrumen penilaian : Text

Descriptive Indikator:

- (1) Pronunciation
- (2) Performance
- (3) Delivery

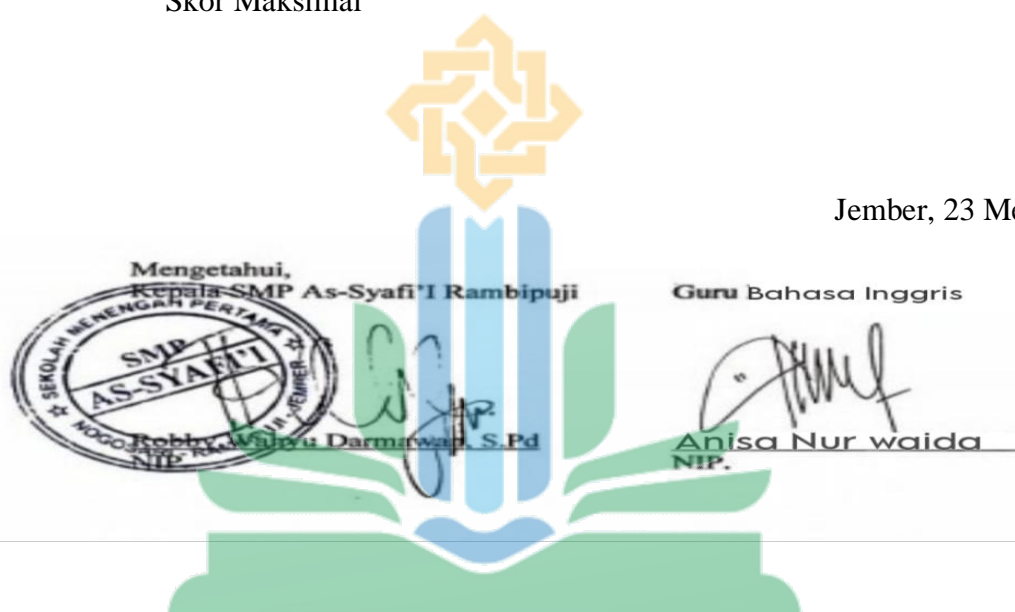
(4) Grammar

No.	Aspek Yang Dinilai				Total Skor	Rata-rata
	Indikator (1)	Indikator (2)	Indikator (3)	Indikator (4)		
1.						
2.						
3.						
4.						
5.	Etc.					

PEDOMAN PENSKORAN

SKOR = $\frac{\text{Perolehan Nilai}}{\text{Skor Maksimal}} \times 100$

Jember, 23 Mei 2023



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3587/In.20/3.a/PP.009/03/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP As-
Syafii Rambipuji
Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176070
Nama : KHOLISATUL HASANAH
Semester : Semester Dua Belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method at SMP As-Syafi'i Rambipuji Jember selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Fuad Hasan

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Maret 2023

an. Dekan,

Wakil Dekan Bidang

Akademik,



MASHUDI

Appendix 6



YAYASAN PENDIDIKAN AS-SYAFI'I
SEKOLAH MENENGAH PERTAMA AS-SYAFI'I
Gumuksari, Nogosari, Kec. Rambipuji, Kab. Jember, Jawa Timur
kode pos 68152 No. Telp. 082330578481
Email : smp_assyafii123456@yahoo.com

Rambipuji, 15 Mei 2023

No : B-038/SMP.145/VI/2023
SIFAT : Biasa
PERIHAL : Rekomendasi izin penelitian Mahasiswa UIN KHAS JEMBER

Kepada
Yth. Dekan UIN KHAS Jember

Dengan hormat, menyikapi surat nomer B-3587/In.20/3 a/PP.009/03/2023, perihal permohonan izin penelitian, dengan ini kepala SMP As - Syafi'i Rambipuji Jember memberikan rekomendasi permohonan izin pelaksanaan izin penelitian mahasiswa/I UIN Khas Jember di lembaga kami dengan mahasiswa sebagai berikut:

NIM : T20176070
Nama : Kholisatul Hasanah
Semester : Dua Belas
Prodi : Tadris Bahasa Inggris

Untuk melaksanakan penelitian/riset selama 25 hari di SMP As - Syafi'i Rambipuji Jember. Demikian surat rekomendasi penelitian kami buat, untuk dapat digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Rambipuji, 15 Mei 2023



Ketua SMP As-Syafi'i Rambipuji

Hendri Widiy Darmawan, S.Pd

Appendix 7

DOCUMENTATION

Interview and take picture together with the headmaster and students of SMP As-Syafi'I Rambipuji Jember



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



**Interview with the student of 2nd Grade Of
SMP As-Syafi'I Rambipuji Jember**



Learning Process



Pernyataan Keaslian Tulisan

Yang bertanda tangan di bawah ini :

Nama : Kholisatul Hasanah
NIM : T20176070
Prodi/Jurusan : Tadris Bahasa Inggris / Bahasa
Fakultas : Tarbiyah dan Ilmu Keguruan
Institusi : UIN KH. Achmad Siddiq Jember

Menyatakan dengan ini sebenarnya bahwa dalam hasil penelitian yang berjudul “The Implementation of Teaching Speaking Skill Through Two Stay Two Stray Method a Case Study at 2nd Grade of SMP As-Syafi’i Rambipuji Jember” tidak terdapat unsur – unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila dikemudian hari ternyata hasil penelitian ini terbukti terdapat unsur penjiplakan da nada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang – undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya tanpa paksaan siapapun

Jember, 15 Mei 2023
Saya yang menyatakan



Kholisatul Hasanah
T20176070

Appendix 9

CURRICULUM VITAE



Name : Kholisatul Hasanah
NIM : T20176070
Place, date of birth : Jember, 18 of December 1999
Gender : Female
Address : Gambiran – Kalisat - Jember
Faculty : Education and Teacher Training
Major : English Education Departement
Email : kholisatulhsnh18@gmail.com

Educational Background

MI AL-HUSNA GAMBIRAN (Graduated in 2010)

SMP IBU PAKUSARI (Graduated in 2014)

SMK AL – BADRI (Graduated in 2017)